Problematic Teaching of Foreign Languages

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Annotation: In articles considered, this will provide a clearer understanding of the process of this method, which will provide in the future an unmistakable idea of this method of learning.

Keywords: understanding, provide method, learning, process.

Today, when information technologies are developing quite dynamically, when the question of learning a foreign language is becoming more acute and urgent, many who express a desire to learn a foreign language face a number of problems. And these problems are directly related to teaching foreign languages. And today, the role and the very relevance of the versatile personal development of the student, including his intellect, the ability to think independently, to demonstrate the skills and abilities of thinking, as well as some elements of creativity, is increasing. All of the above target sub-points, more precisely, their direct implementation is not possible without the provision of truly developing training. Thus, problem-based learning is the most effective system in terms of developmental learning. From a fairly large number of studies, it becomes obvious that the very idea of a problem-based learning method is not new. The problem of ways of transforming the learning process into a process of joyful learning, developing the abilities and mental strength of students was paid attention to by such prominent figures in the field of pedagogy as Jan Amos Comenius, Jean Jacques Rousseau [1] and Johann Heinrich Pestalozzi. In the twentieth century, the ideas and principles of the method of problem-based learning acquired the possibility of enhanced development and widespread dissemination in the practice of education. In foreign pedagogy, the very concept of problem-based learning was improved under the influence of the ideas of the scientific plan of John Dew. In his scientific work, entitled "How We Think, the American teacher and philosopher completely refutes the traditional teaching method, while opposing it to the independent, active, practical activity of students to solve certain problems. As John Dewey stated , "The solution to all problems is nothing but thinking." It is also noteworthy that he believed that the ability of students to solve certain problems is based on their natural mind. One cannot ignore the fact that a significant contribution to the theoretical development of problem-based learning was made by the concept of J. Bruner, an American psychologist. For this scientist, the main problem is the structuring of knowledge, which, as he believed, determined the vector direction of the student's development and included all the necessary components of the knowledge system. of them: Jerome Bruner and John Dewey note the importance of the problem-based approach in the learning process, while recognizing the main goal of teaching the comprehensive development of logic and thinking.

In the pedagogical literature of Russian scientists, the ideological principles of problem-based learning have become relevant since the middle of the twentieth century. During this time, the problem we are considering was actively studied by such outstanding scientists as E.P. Esipov and M.A. Danilov. The results of their research contributed to the formulation of the rules of the learning process, reflecting the basic principles and aspects of the organization of problem-based learning. Let's put them in the form of a list:

1. Episodically acquaint students with scientific methods;

2. Guide students along the vector of generalization, and not replace this action by providing them with ready-made concepts and definitions;

3. To promote the development of independence and sovereignty of their thoughts through tasks of a creative nature.

The beginning of the 60s of the twentieth century in the literature is actively improving the idea of the necessary strengthening of the role aspect of the research method in teaching the humanities and natural sciences. The essence of the task is to gradually develop independence of thought in students and lead them to mastering scientific methods. In other words, the student can be formally communicated certain knowledge, and he, in turn, learns it. And you can also use creative teaching methods, while presenting knowledge in its movement and development. And it was this idea of representing knowledge in its movement and development that became the most important principle of the problematic presentation of this or that material as one of the methods and probable ways of forming problem-based learning.The pedagogical literature is fraught with a number of attempts to give a complete and accurate interpretation of the concept of problem-based learning. For example, the scientist-teacher V. Okon in his scientific study "Fundamentals of problem-based learning" interprets this concept as a set of such actions that represent the organization of situations with shades of problematicness , the provision of necessary support and assistance to students in solving problems, the structural formulation of problems (and over time, students independently acquire such qualities), a kind of verification of solutions to these problems and, of course, management of the process of consolidating the acquired knowledge and their further systematization. Other scientists, such as M.N. Skatkin and I.Ya. Lerner believe that the essence of the method of problem-based learning lies in the fact that "the teacher himself poses the problem and, by presenting the material, reasoning, reveals the main and optimal solution to a particular problem, but in such a way as to demonstrate the inconsistency of the essence of the solution, options and ways to overcome difficulties encountered on the way. It must also represent all the complexity and, accordingly, the inconsistency of the cognitive process and its winding and difficult path. Speaking of such an issue as problem-based learning of a foreign language, it makes sense to point out directly its general and special functions. This will provide a clearer understanding of the process of this method, which will provide in the future an unmistakable idea of this method of learning. Initially, a foreign language and ways of teaching it imply a complex functional system with two functional components. Consider a list of each of them.

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